

Guidance for managing externally assessed group performance tasks

The information below has been shared with all centres in different documents/messages. Based on feedback from our centres, we have collated the guidance pertinent to **group-based performance assessments** to support you. We hope you find this useful.

Which units does this guidance cover?

This guidance relates to the following externally set tasks which are currently underway and due to be assessed in the Summer 2022 series:

- **BTEC Level 1/Level 2 Tech Award Performing Arts (2017)**
Component 3: Responding to a Brief (21123K)
- **BTEC Nationals Performing Arts (2016)**
Unit 3: Group Performance Workshop (31557H)
- **BTEC Nationals Music Performance (2018)**
Unit 3: Ensemble Music Performance (20175K)

This guidance should be viewed alongside each unit's **Administrative Support Guide (ASG)**. You can find these ASGs by selecting the External assessments button on the left of the Course Materials tab, found at the top of each qualification's webpage.

Context

All BTEC external assessments for 2021/22 are expected to go ahead. Although our main adaptation to BTEC assessment relates to internal assessment, we previously announced an adaptation to the arrangements for external assessments to **allow longer windows for tasks to take place within**. This is to support centres with scheduling of these tasks and implementing public health guidance. It is important to note that, whilst the window is longer, the time allowed for learners to complete the assessment remains unchanged.

You can find final timetables for January, February, March and summer 2022 on our [Timetables page](#).

We understand that these practical group-based assessments can, in any year, present logistical challenges, and especially during the pandemic. Therefore, we have produced the guidance below to support you through challenges as they arise.

Conducting these external assessments

Our policies and guidance for conducting externally assessed set tasks can be found in the [BTEC Instructions for Conducting External Assessment \(ICEA\)](#) document. Further support on conducting these task-based assessments can be found in the individual unit's ASG.

For both Performing Arts tasks covered by this guidance, there are no set times specified by Pearson as to when activities must be completed; centres have autonomy to schedule preparation/rehearsal/performances at any point during the assessment window, providing the controls of the task are maintained.

For Music Ensemble Performance (20175K), there is flexibility to schedule sessions relating to Activity 1 and 2 until the end of March. Remaining activities should be scheduled during the supervised window as specified by Pearson on the Summer 2022 timetable.

Managing absence during the assessment window

It is in the best interests of learners, staff and centres that wherever possible, learners complete assessments in full. However, there may be occasions where learners are unavoidably absent for periods of time during the assessment window, due to illness or other exceptional circumstances. We understand that this can disrupt planned sessions including rehearsals and/or performances.

Where learners are absent, centres should first consider whether it is possible to delay or reschedule the affected sessions/performance within the assessment window without disadvantaging the learner(s). As outlined above, these tasks offer some flexibility and schedules can be adjusted within the instructions set out in each task. You do not need to inform Pearson if you need to rearrange any sessions.

If all avenues have been exhausted and, by the end of the assessment window, it has not been possible for learner(s) to complete their assessment in full, due to illness or other exceptional circumstances, centres may apply for special consideration. Pearson will consider each application on a case-by-case basis to ensure that learner(s) are not disadvantaged when assessment cannot reasonably be deferred.

Where learners have been able to complete the assessment in full but may have been significantly disadvantaged, by absence, illness or other exceptional circumstances affecting them during the assessment window, special consideration can also be applied for.

All applications should be supported by medical or other evidence where appropriate. Further information about the special consideration process can be found on our [website](#) and in the [JCQ Guide to the Special Consideration Process](#).

For these assessments, we strongly recommend recording as many practical sessions as possible, including rehearsals. Evidence of learner performance will be valuable and, in some cases, may even support applications if necessary.

Can learners complete any part of the task remotely?

Where a learner is impacted by isolation, but is otherwise healthy and able to virtually attend, sessions may be conducted remotely if appropriate to the activity and the task.

Where high-control or supervised sessions are impacted, centres should, wherever possible within the window, reschedule these sessions for when the learner is due to return.

Remote supervision may only be permitted in **exceptional cases** where all other options have been considered and an individual learner would otherwise be disadvantaged. Remote supervision may only be used where prior approval has been granted by Pearson, taking into account the needs of the individual learner and the availability of centre resources to ensure that supervised sessions can be conducted securely and safely.

If a centre wishes to use remote supervision, they must seek prior approval from Pearson by emailing uk.special.requirements@pearson.com, confirming the learner's circumstances, the reasons why alternative options are not considered appropriate and the proposed remote supervision arrangements. Permission will not be granted for entire cohorts of learners.

Minimum group sizes

The minimum group size for these assessments is three learners. If you are entering fewer than three learners for assessment in summer 2022 please follow the process below to request the use of non-assessed performer(s):

Centres with fewer than three learners being entered for the relevant assessment can seek approval from Pearson to use a non-assessed performer. To do this centres should [contact us](#) and request permission. We ask that you please use the following categorisation when raising a case with us:

***What kind of customer are you?**

Teachers & Department Heads

Centre Number

XXXXX|

***Issue Type**

Administration, Delivery & Assessment of Qualifications

***Category Type**

External Assessment/Exams

***Subcategory Type**

Conducting an External Assessment

We understand that, for many reasons, centres might encounter some difficulty finding non-assessed learners to participate. If you find yourself in this position and all other avenues have been exhausted, please contact us, using the same method outlined above and we will be happy to support.

Evidence requirements

There are no adaptations or reductions to evidence requirements, including timings. Please do everything you can to encourage learners to submit evidence that adheres to the timings stipulated in the relevant task paper.

Centres are reminded that, *for both Performing Arts assessments*, whilst a minimum performance time is stipulated by the set task, it is not required for all performers to be onstage for the duration of the workshop performance.

Further questions

If you encounter any other issues or unique situations that you need support with, we are here to help; please [contact us](#) if you wish to discuss further.